

# IEP NEWSLETTER

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This project is supported by RIDE,  
Office of Special Needs and RITAP  
at Providence College

## IEP PROJECT

### *HISTORY/BACKGROUND*

Since 1992 the Rhode Island Department of Education has been supporting an IEP initiative. Guided by an IEP Advisory Board and facilitated by Barrie Grossi of the Rhode Island Department of Education and the Rhode Island Technical Assistance Project and Lynne Ryan also with the Rhode Island Technical Assistance Project and Providence College, this initiative was responsible for the development of the IEP resource manual titled "Individualized Education Programs: Purpose, Process Product and Relationship to Least Restrictive Environment" and the development of a recommended IEP form. It also provided numerous workshops and technical assistance activities to districts statewide.

The current IEP Project is designed to assist families, students, and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. The initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development.

Since the passage of the Individual with Disabilities Act in June of 1997 and the publication of the regulations in March of 1999 the IEP initiative has greatly expanded its ability to receive input from the field and to provide support to districts and families through the establishment of the IEP Resource Network. The network

is comprised of four levels: the IEP Advisory Board, the IEP Fellows, the IEP Resource Regional Network and IEP District Network.

## IEP ADVISORY

Kenneth Andrew, West Bay  
Cheryl Collins, Northern  
Anne DeFanti, East Bay  
Tom DiPaola, RITAP  
Ann Marie Dubuque, No. Kingstown  
Sharon Dunn, Southern  
Frances Gallo, Southern  
Barrie Grossi, RIDE  
Jane Keane, RIDE  
Lisa Labitt, East Bay  
Lynne Ryan, RITAP  
Cathy Schulbaum, RIDE  
David Sienko, West Bay  
Tom Stott, RIDE  
Ina Woolman, RIDE

## **IEP ADVISORY**

**WHO:** Seventeen people representing RIDE, IHE, Directors of Special Education, Teachers, Families, Related Service Providers, Independent Schools, Administrators.

**ROLE:** To advise RIDE and IEP Project on IEP process and product, materials developed, professional development, technical assistance and dissemination activities.

## **IEP FELLOWS**

**WHO:** Twenty-two individuals representing each region of the state and the following roles: Families, Regular Education Teachers, Special Education Teachers, Administrators, Related Service Providers, Independent Schools.

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# IEP RESOURCE NETWORK

<p><b>EAST BAY REGION</b></p> <p><b>Regional Fellows</b>  <i>*Julie Valladares, Meeting Street</i>  <b>438-9500 ext. 3336</b>  Denise Ahern, Meeting Street  Joan Aloise, Newport  Linda Casey, Tiverton/Newport County  Linda Martin, Newport  Gail Peloquin, Bristol/Warren</p> <p><b>Resource Network Members</b>  Denise Andreozzi, Barrington  Joan Booth, Barrington  Margaret Cabral, East Providence  Paula DeCastro, East Providence  Lisa Moy, Tiverton  Leonore Rizey, Tiverton</p>	<p><b>SOUTHERN REGION</b></p> <p><b>Regional Fellows</b>  <i>*Billie Jean Severi, Chariho 364-1160</i>  <i>*Lynne Turner, Riverview 782-6540</i>  Carol Brown, Exeter/West Greenwich  Sharon Dunn, South Kingstown  Marion Slater, North Kingstown</p> <p><b>Resource Network Members</b>  Beth Coen, South Kingstown  Janice Lamagna, South Kingstown  Gina Paterno, Westerly  Patricia Rheinberger, Exeter/West Greenwich</p>
<p><b>NORTHERN REGION</b></p> <p><b>Regional Fellows</b>  <i>*Jonathan Dyson, Cumberland</i>  <b>658-1600, ext. 313</b>  Sue Brillon, Cumberland  Diane Howley, Cumberland  Claire Rosenbaum, Cumberland  Kristy Silvia, Cumberland  Jacquelyn Wnek, Cumberland</p> <p><b>Resource Network Members</b>  Patricia Bellini, Central Falls  Rusty Brown, Woonsocket  June Donovan, Woonsocket  Linda Dulude, Lincoln  Dolores Edwards, Woonsocket  Georgia Fortunato, Lincoln  Lynne Hickey, North Providence  Kathy McDonald, Lincoln  Jackie Murphy, Pawtucket  Kathy O'Brien, North Smithfield  Paula Palazzini, Smithfield  Kathy Rezendes, Woonsocket  Kim Rothwell-Carson, Central Falls  Kathy Rune, Woonsocket  Lisa Simons, Woonsocket  Joan Stott, Johnston  Jean Wolf, Cumberland  Cheryl Vaughn, Woonsocket</p>	<p><b>WEST BAY REGION AND PROVIDENCE</b></p> <p><b>Regional Fellows</b>  <i>*Robert Wall, Cranston 785-8063</i>  Beth Basil-Daggett, Cranston  Catherine Cormier, Scituate/Northwest Regional  Marijane Hackett, Warwick  Deb Marot, Warwick  Andrea Menard, Coventry</p> <p><b>Resource Network Members</b>  Marita Antrop, Scituate/Northwest Regional  Anne Balboni, Northwest  Michelle David, West Warwick  Tish Graham  Kate Gillis, Coventry  Judy Jenkins, Foster  Julie Latessa, Providence  Lorie Levesque, West Warwick  Carole Ogni, West Warwick  Patricia Palmieri  Deanna Pelligreenie  Katherine Rooney  Mary Jane Staples, Pawtucket  Peggy Szlosek, Providence  Chris Torem, West Warwick</p>

- *If your district has technical assistance needs related to IEP's , contact this person in your region.*
- *If your district is not represented in the IEP Resource Network and you would like to participate or suggest names, please call your regional contact person.*

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**ROLE:** To provide professional development, support and technical assistance to district communities, including families, in implementing IDEA Amendments related to IEP process and product; To provide support to IEP Regional Network; To staff IEP hotline; To assist in the development of IEP products; Develop resource directory; Establish resource library.

## **IEP REGIONAL RESOURCE NETWORK**

**WHO:** Four regional teams. Goal is to have three individuals from each district (regular educator, special educator and family member) and a representative from each independent school.

**ROLE:** To provide professional development, support and technical assistance to district communities, including families and independent

schools within each respective region in implementing IDEA amendments related to IEP process and product; To gather data on district needs related to IEPs and share with Regional Resource Networks, to identify potential members of the School Based Network for the year 2000-2001.

## **IEP DISTRICT NETWORK**

**WHO:** Goal is to have district level networks comprised of a regular education teacher, a special education teacher and a family member from each school building in the state.

**ROLE:** To provide technical assistance, support and professional development to school building community, including families related to IEP process and product; To gather data on building needs to share with district level resource network.

# **OVERVIEW OF ACTIVITIES**

## **Spring, 1998**

Districts and independent schools Were surveyed on draft IEP form

## **Summer, 1998**

IEP teams from around the state developed IEP's using revised draft form and provided feedback

## **Fall, 1998**

IEP form is finalized; IEP Fellows, representing all regions of state and different constituencies (Parents, Elementary Teachers, Middle School Teachers, SpEd Teachers, Related Services Providers, Private School, Administrators), recruited from summer feedback session and on recommendation by state, district and RI Parent Information Network; intensive training on form, federal regulations, standards and IEP process provided for Fellows.

## **Fall/Winter, 1998-1999**

IEP Fellows participate in RIDE/RITAP IEP training as assistant trainers; Regional IEP Resource people recruited.

## **Spring, 1999**

Regional Resource people trained by RIDE/RITAP, with assistance from IEP Fellows; IEP Fellows begin training on IEP form.

## **Summer, 1999**

IEP Fellows and Regional Resources people retreat to reflect on process and decide on next steps; RIDE developing new draft regulations aligned with the new federal regulations for public comment.

## **STATE/REGIONAL CONTACT PERSON**

<b>STATE:</b>	<b>Barrie Grossi</b>	<b>RIDE</b>	<b>222-4600 x2312</b>
	<b>Lynne Ryan</b>	<b>PC</b>	<b>865-2504</b>
<b>EAST BAY:</b>	<b>Julie Valladares</b>		<b>438-9500 x3336</b>
<b>NORTHERN:</b>	<b>Jonathan Dyson</b>		<b>658-1600</b>
<b>SOUTHERN:</b>	<b>Lynne Turner</b>		<b>782-6540</b>
<b>WEST BAY:</b>	<b>Bob Wall</b>		<b>785-8063</b>

**Fall, 1999**

Regional IEP Fellows & Resource members meet for continued training; Teams divided geographically by region to begin to determinate regional needs and local district needs in IEP training; RIDE composes new draft regulations aligned with the federal regulations and begins public comment. Continue to identify district representatives for network.

**Questions and Answers**

**Q. How do you attach the high school schedule for the following year to an IEP if the meeting is held in the spring and you don't have next year's schedule yet?**

A. Make a note on the IEP saying the schedule will be attached when it becomes available in August. Make sure that a copy is sent to the family and attached to the IEP when it becomes available.

**Q. What literacy indicators/benchmarks do you use if the student is in 9<sup>th</sup> grade, but reading at third grade level?**

A. There is no easy answer to this question. We want to hold all students to a high standard so whenever possible we want to use the appropriate grade level benchmarks. With some of the standards, for example New

Standard ELA: the student reads 25 books a year, we could accommodate the student's needs by providing books on tape, high quality videotapes, or plays or modify by providing abridged, comic versions or books addressing similar genre or the same content but written at a lower level. The IEP team needs to determining when accommodations are appropriate and when remediation is appropriate. The overarching goal should always be to make the student an independent learner.

**Q. Can a 10<sup>th</sup> grade student who is reading at a 3<sup>rd</sup> grade level be exempted from the state assessments?**

A. No, exemptions are not allowed on state assessments except for the health assessments. The 10<sup>th</sup> grade student should be provided with accommodations that are permitted and that are used in day to day instruction in the classroom. For example, if the student listens to grade level material on tape or has it read to him/her, this accommodation would be allowed for all state assessments EXCEPT the reading comprehension assessment. Certainly it is recognized that a student who is reading at 3<sup>rd</sup> grade level will experience frustration when asked to read text appropriate for 10<sup>th</sup> grade reading levels. The student should be taught strategies for dealing with difficult texts, for example skimming, attending to key words, using visual cues etc. The student should also be prompted, as we are encouraged to do for individual assessments, such as on the Woodcock Johnson "...to do his/her best. Some of the questions may be easy, some may be difficult. The information provided will assist us, the teachers, in knowing what we need to teach you, the students, differently to help you to learn."

**Q. Who should be the regular education and special education teacher at the IEP meeting for a child who is in a school based integrated preschool taught only by one teacher who is certified in both regular and special education?**

A. The teacher of the class is considered a special education teacher even though she/he is certified in both areas. If the child is of kindergarten age the regular education teacher could be a kindergarten teacher in that building. If the child is of preschool age the teacher could be a preschool teacher from the district or community preschool.

**Q. Can we use our modification checklist and put #s in the description section of the supplementary aides and services page?**

A. No you must describe the supplementary aides, services, accommodations and modifications to be provided to assist the child achieve his/her goals and objectives on the "supplementary aides and services page." Checklists do not provide the needed information including the location of the supplementary aides and service and their frequency and duration.

**Q. What do you list in the support to school personnel to assist the child section of the IEP?**

A. In this section an IEP Team would describe the technical assistance or consultation that would be provided to teachers or other individuals who are providing services to the child. For example, if the school psychologist was consulting with the classroom teacher on a behavior management plan for

the child that would be listed here. If a consulting psychologist from a mental health center was providing the service that would also be listed here. Specific workshops or professional development that staff might need to implement a program would also be included in this section.

**Q. Must each regular education teacher receive a copy of the IEP?**

A. There must be access and the method of providing this is left to the discretion of the district.

**Q. If the regular education teacher is not able to attend the meeting should the meeting be held?**

A. A district should not conduct an IEP meeting for a child, (if it is expected that the child will or may be in general education), without the child's regular education teacher present. If the child does not currently have a general education teacher then a general education teacher who is familiar with the curriculum and expectations at the child's appropriate grade level should be present. If it is the day of the meeting and the teacher is absent, the team should use reasonable judgment in deciding how to proceed. If this specific teacher's input is critical to the development of the IEP the meeting should definitely be postponed. If, on the other hand, it is a hardship for family members to reschedule and another general education teacher could provide the needed information on the curriculum and expectations for the child's grade level, the meeting could be held, if and only if the parents concur.

**Q. How long does the regular education teacher need to stay at the meeting?**

A. §300.346 d Federal Regulations states: (d) Requirement with respect to regular education teacher. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of-

- (1) Appropriate positive behavioral interventions and strategies for the child; and
- (2) Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with § 300.347(a)(3).

**Q. Is it permissible for the IEP to be completed previous to the IEP meeting?**

A. **NO.** Certainly IEP Team members, including the family and the student can come to the meeting with suggested present levels of performance, goals and objectives. However, these should not be placed on the actual form and should be considered for discussion only.

**Q. If related services are provided off site does the parent or the district need to provide transportation?**

A. Section 300.456. of the Federal Regulations; Location of services; transportation states:

- (a) On-site. Services provided to private school children with disabilities may be provided on-site at a child's private school, including a religious school, to the extent consistent with law.
- (b) Transportation. (1) General. (I) If necessary for the child to benefit from or participate in the services

provided under this part, a private school child with a disability must be provided transportation-

- (c) (A) From the child's school or the child's home , depending on the timing of the services..
- (d) (ii) LEAs are not required to provide transportation from the child's home to the private school.
- (e) (2) Cost of transportation. The cost of the transportation described in paragraph (b)(1)(I) of this section may be included in calculating whether the LEA has met the requirement of §300.453.

(Authority:20 U.S.C. 1412(a)(10)(A))

**Q. Under what circumstances is a public agency required to permit a child with a disability to use school purchased assistive technology device in the home or other setting?**

A. If the device is needed at home or other setting for the child to fulfill IEP goals and objectives then the public agency must make the device available for use by the child. For example if the IEP states that the child must have access to a word process to complete written assignments and the child has a written assignment for homework that must be completed at home, the school must make a word processor available to the child, if the child requests one to complete the assignment.

**IEP RUBRIC**  
(For Selected Items)

	Exceptional	Emerging	Inadequate
Present Levels of Performance (PLEP)	<ul style="list-style-type: none"> <li>-Related to area of need</li> <li>-Describes performance in general curriculum</li> <li>Describes what student does (strength) and needs to be able to do</li> <li>-Written in objective, measurable terms</li> <li>-If test scores are used they are self explanatory</li> </ul>	<ul style="list-style-type: none"> <li>4 or the 5 criteria met</li> <li>-Related to area of need</li> <li>-Describes in general terms, not objective or measurable</li> <li>-Relationship to general curriculum unclear</li> </ul>	<ul style="list-style-type: none"> <li>3 or fewer criteria met</li> <li>-Related to area of need</li> <li>-Test scores used, no explanation</li> <li>-No apparent connection to general curriculum</li> <li>-Little description, what is there is vague and general</li> </ul>
Annual Goal	<ul style="list-style-type: none"> <li>-Uses standard/grade level benchmark</li> <li>-Includes students target performance</li> <li>-Measurable</li> <li>-Relates to PLEP</li> </ul>	<ul style="list-style-type: none"> <li>3 or the 4 criteria met</li> <li>-Relationship to general curriculum vague</li> <li>-Doesn't include target performance for student</li> <li>-Measurability not clear</li> </ul>	<ul style="list-style-type: none"> <li>2 or fewer criteria met</li> <li>-No apparent connection to general curriculum</li> <li>-Connection to PLOP unclear</li> <li>-Not measurable</li> <li>-Doesn't include student's target performance</li> </ul>
Short Term Objectives Benchmarks	<ul style="list-style-type: none"> <li>-Related to annual goal</li> <li>-Measurable intermediate steps</li> <li>-At least two per annual goal</li> </ul>	<ul style="list-style-type: none"> <li>Criteria met for some objectives, but not all</li> </ul>	<ul style="list-style-type: none"> <li>1 or fewer criteria met for at least one objective</li> </ul>
Criteria, Procedure, Schedule	<ul style="list-style-type: none"> <li>-All 3 provided for each objective</li> <li>-Criteria is objective, measurable</li> <li>-Procedure provides documentation of goal attainment</li> <li>-Criteria, Procedure, schedule clearly linked to objective and effective</li> <li>-If rubrics are mentioned copy attached</li> </ul>	<ul style="list-style-type: none"> <li>-At least 3 of the 5 criteria met for all objectives</li> <li>-Criteria not objective or measurable</li> <li>-Procedure does not provide documentation</li> </ul>	<ul style="list-style-type: none"> <li>-Criteria, Procedure, Schedule not provided for each objective</li> <li>-If provided vague or not appropriate</li> </ul>
Supplementary Aids and Services (including accommodations and modifications (A&M))	<ul style="list-style-type: none"> <li>-Connection between needs and aids, A&amp;M</li> <li>-Items stated enable student to be included in and progress in general setting</li> <li>-Clear description of what is to be provided including frequency and location</li> </ul>	<ul style="list-style-type: none"> <li>-Mentioned but not described</li> <li>-When, where, how unclear</li> </ul>	<ul style="list-style-type: none"> <li>-Not specific to student's needs</li> <li>-Unclear of what is being provided, when it is provided and how</li> </ul>
Assessment Accommodations	<ul style="list-style-type: none"> <li>-Related to instructional accommodations</li> <li>-Connected to areas of need</li> <li>-Do not invalidate the test</li> </ul>	<ul style="list-style-type: none"> <li>Connection to instructional accommodations unclear</li> <li>-Vague connection to area of need</li> <li>-Do not invalidate the test</li> </ul>	<ul style="list-style-type: none"> <li>-No connection to instructional accommodations</li> <li>-Invalidate test</li> <li>-Little if any connection to areas of need</li> </ul>

(Ofiesh and Ryan, 1999)